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Annual Report

Volume I

Education
1982-83

West Virginia
Department of Education

Seventieth Report

(Twenty-ninth Annual Report) of the State Superintendent of Schools

Volume I

State of West Virginia
For the period

July 1, 1982
to
June 30, 1983

Roy Truby
State Superintendent of Schools

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1983

The Honorable John D. Rockefeller, IV
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Rockefeller:

The Seventieth Report (twenty-ninth annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 18-3-8, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

James P. Clark
President of the State Board of Education

Roy Truby
State Superintendent of Schools

WEST VIRGINIA BOARD OF EDUCATION

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Charleston, West Virginia 25305

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Bureau of Learning Systems

James Smith
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Introduction

Public education in West Virginia received a great amount of attention, both state and nationwide, during school year 1982-83.

In the fall of 1982, a court order in the **Pauley et al. v. Bailey et al.** placed the role of the commissioner with the state board of education and the state superintendent of schools so that the state board and superintendent could have the opportunity to develop the master plan required by the court's order of the previous year.

Immediately, the state board appointed a ninety-nine member advisory committee composed of the public and private sectors to make recommendations. Before the end of the year, the board had accepted the committee's recommendations, with minor changes, and had submitted the final document to the court.

In March, 1983, the court accepted, with minor exceptions, the Major Plan for Public Education in West Virginia.

Sharp declines in state revenue in November caused the state department of education, along with other state agencies, to take a three percent budget reduction for the remainder of the fiscal year. As state revenue continued to decline and unemployment in the state became the highest in the nation, the department suffered an additional seven percent budget reduction in January 1983. At the same time, a four percent reduction in aid to counties was put into effect for the first time in history.

The state board conferred recognition status on six counties involved in field testing of the county accreditation process and the Standards for Educational Quality.

The board's long-time vision to bring public education, industry and business into a closer relationship became a reality when the first West Virginia Education Fund was established. The state board appointed the first board of directors of the fund, which then began to function autonomously.

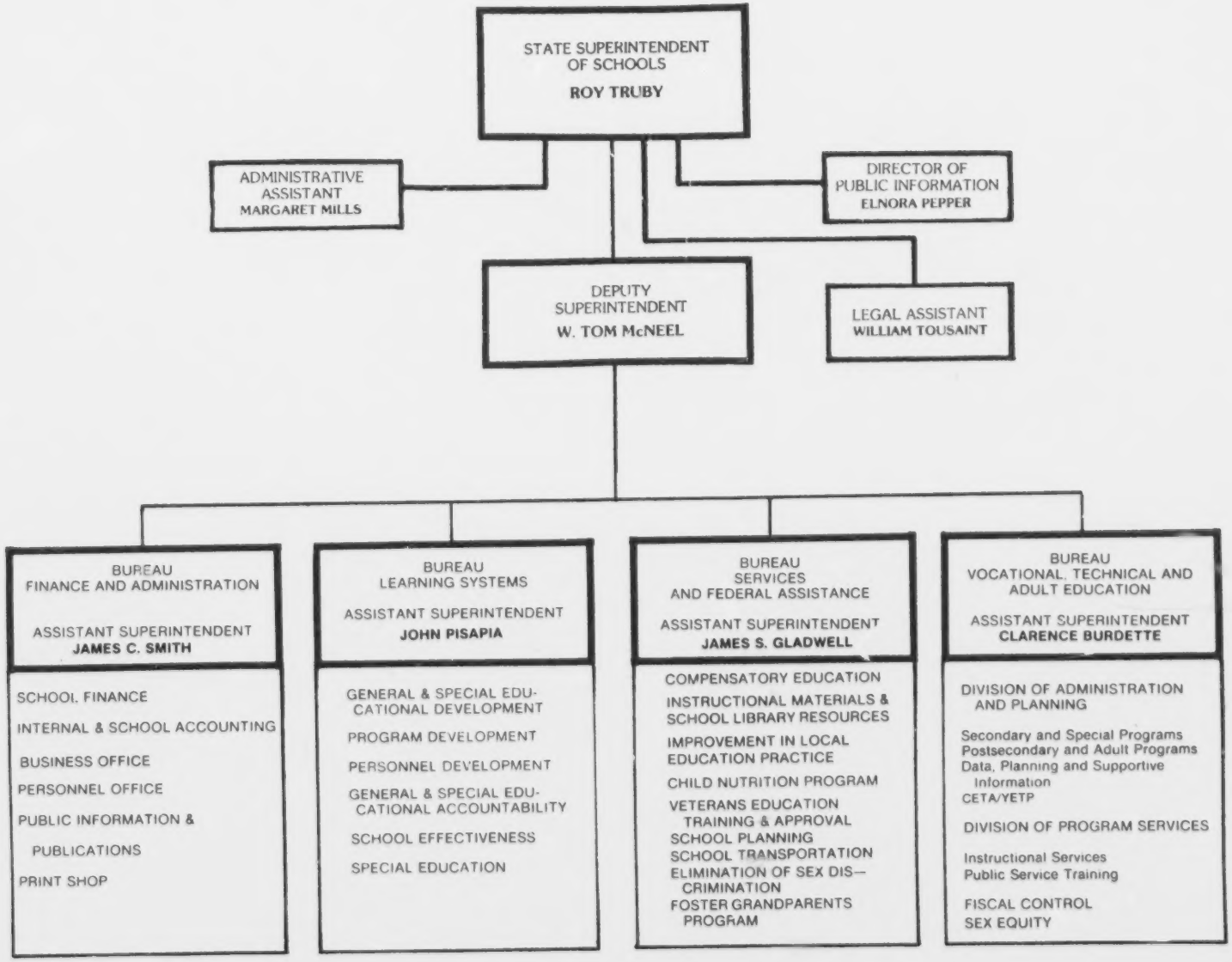
Other innovations were pursued throughout the year, such as the possibility of student loans for prospective teachers of mathematics and science, the feasibility of establishing a school for the gifted, building groundwork for a potential program in which retired persons could be recruited from industry to teach in areas of critical needs under abbreviated certification requirements, and a study of the ways students could benefit from the establishment of a cadre of state teachers who could be called upon by counties in need.

In May, the President's Commission on Excellence in Education presented an open letter to the American people which set off a national debate on education. The report was entitled, "A Nation at Risk: The Imperative for Education Reform." As a result, The West Virginia Master Plan for Public Education became a sought-after document by educators throughout the country, because it already contained many of the recommendations brought forth in the national report.

Foremost in the new year, however, was the thrust to do all things possible to begin implementation of the Master Plan for Public Education in West Virginia.

ORGANIZATIONAL CHART

WEST VIRGINIA DEPARTMENT OF EDUCATION



Bureau of Learning Systems

The Bureau of Learning Systems provided leadership to county school systems institutions of higher education, regional education service agencies, teacher education centers, professional organizations, and public advisory groups in the implementation of a comprehensive educational program. The bureau concentrated on the initiation, maintenance, and continous renewal of educational programs in the schools.

The programs involved the education of children with special needs: the provision of services centered on the personal, social, psychological, and physical needs of students; the systematic collection, storage, and dissemination of information and the professional development of educational personnel.

The bureau continued to emphasize the individualization of learning by pupils and educational personnel and a three-level programmatic framework composed of early, middle, and adolescent education as the basis of educational program development. The varied resources of the bureau were committed to strengthening current programs and generating new developments to assist individuals and groups, both public and private, in their efforts to provide educational opportunities to enhance learning.

Division of General and Special Education Administration

The Division of General and Special Education Administration had the responsibility for defining effective schools and appropriate educational programs through the development of standards, regulations and guidelines which were utilized for the delivery of educational programs in West Virginia. The division also had the responsibility of assuring that the educational programs delivered within schools were established and conducted in accordance with the approved standards, regulations and guidelines. A third major responsibility of the division was providing assistance to those persons with administrative responsibilities for the schools and educational programs. This assistance was designed to improve the administrators' capabilities of implementing educational delivery systems that met the standards, regulations and guidelines established to provide an educational system to enable students to attain the educational goals.

The following are some of the outcomes and activities of the division:

Student Testing Unit

The State-County Testing Program (SCTP) provided testing, scoring and reporting services for approximately 110,000 students. In conjunction with the SCTP, more than 60 workshops and inservices sessions were conducted for county school systems concerning the interpretation and use of the SCTP.

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The State-County Testing Program Advisory Committee was appointed to review the existing structure and operation of the program and to make recommendations to the department and the State Board of Education on policies and issues related to testing.

The General Aptitude Test Battery (GATB) was administered to 5,700 students for career awareness and planning. Additionally, 70 counselors were certified and trained to use the revised and updated GATB reports and materials.

Data Preparation and Processing Unit

Unit personnel made major revisions on the data collection of the teacher assignment schedule for grades K-8. Information was collected and processed for all professional public school personnel in grades K-12.

Office personnel also provided technical assistance and processed data collection forms for the dropout study, graduate follow-up survey, General Aptitude Test Battery and the State-County Testing Program. A total of 1,664 forms reporting athletic injuries to football players in grades 7-12 were processed and summarized.

School Evaluation, Classification and Accreditation Unit

This unit classified 170 high, 113 junior high, and 316 elementary schools. All elementary schools classified received an on-site visit by a team to verify their self-evaluation. The evaluation classification documents and the related forms used in this process were updated to comply with recent changes in state laws and board policies.

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The regional school accrediation agency, North Central Association (NCA), was administered by this office. North Central

Survey results indicated that 49% were planning to attend a college in the fall of 1983.

Association evaluation and accreditation activities included: a) the coordination of self-studies in 22 NCA accredited schools, b) the subsequent visitation by external teams; and c) preparation of comprehensive evaluation reports on the school programs at each school. Annual reports were presented for approval at the NCA annual meeting in Chicago. Accredited status was given to 195 schools, while nine were warned and seven were removed from membership. The school membership in NCA included 113 high, eight junior high/middle, 19 elementary, 26 vocational, two special functions, two independent college - preparatory, and five candidacy state schools.

Child Development

Approximately 300 handicapped and normal children below age five received comprehensive education, health and social services in home and center-based programs in 16 counties. Families served met income eligibility guidelines determined by the Department of Welfare. Funding was by legislative appropriation and matching Title XX monies.

Part of the Child Development program was the development of the Child Assessment System--an assessment and curriculum program for children, ages two through six, in the areas of gross motor, fine motor, visual perception, auditory perception and language. The area of social/emotional development was being field tested. The system was being used in county early childhood programs, Head Start and day care centers throughout the State.

School Effectiveness Unit

The School Effectiveness Unit was responsible for information and policy interpretation inquiries relative to early, middle, and adolescent education. Additionally, policy changes and program information and documents were distributed statewide.

The unit initiated an effective schools project in conjunction with Grant County schools to define effective schools in West Virginia and identify indicators and measures of these effective schools.

The annual dropout study showed the number of dropouts in grades 7-12 for the 1981-82 school year to be 5,938, a decrease of 700 over the previous year.

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Graduate follow-up surveys for 1982 and 1983 high school graduates were conducted. Data from the surveys will indicate the educational and employment plans of 1983 graduates and the follow-up status of 1982 graduates.

The unit conducted a survey to determine reasons that high school graduates were not planning to attend college. Survey results indicated that 49% were planning to attend a college in the fall of 1983. Of these students, 85% planned to attend college in West Virginia. The reasons most fequently given by students not planning to attend college were: want to make money now (35%), no interest in college (32%), plan to attend college later (26%), enrolling in vocational school or other training program (21%), and inadequate funds (19%).

The unit conducted a survey to determine the number of exceptions made to the graduation requirement attendance policy. Two hundred fifty-eight exceptions were reported.

The unit also initiated a procedure for granting exceptions to the maximum teacher-pupil ratio law for grades K, and one and two.

Office of Special Education Administration
Administrative Services Unit

Data collected by the Administrative Services Unit indicated that 45,944 exceptional students (handicapped and gifted) were receiving special education at the end of the second school month, an overall gain of 3,510 students (8.27%). The total number of pupils served comprised 12.24% of the total school age population. The number of handicapped students served on December 1, 1982, and reported to the U.S. Department of Education for EHA, Part B funding, totaled 41,136 or 10.95% of the school age population. This was a gain of 7% over December 1, 1981.

An analysis of comparative data indicated that over the past five years, West Virginia averaged an 8% increase per year in the number of handicapped children receiving special education and related services. There has been an increase of 10,839 pupils since 1978.

Members of the division, along with other agencies, associations and groups worked extensively with subcommittees of the legislature to support continued funding for special education. The resultant funding totaled $6,940,316.

Funding was received under Part B of the Education of the Handicapped Act (EHA) during 1981-82 in the amount of $8,848,501. A $205,142 Preschool Incentive Grant Award was also received under EHA, Part B for

providing services to handicapped children, ages 3-5.

The major portions of both state and EHA, Part B funds were distributed to counties via a county application approval process. County application documents were developed, distributed, reviewed and approved for both funding sources. A task force completed a new project application for use during the 1983-84 school year to reduce paperwork and administrative burdens.

Funding of $122,430 also was received under Part C of the Education of the Handicapped Act for training and programming for deaf-blind students.

The division submitted a proposal and was awarded $118,375 under EHA, Part B for FY-84. The proposal will provide parent training activities on a statewide basis during the 1983-84 school year.

The major activity was the development of the State Plan under EHA, Part B for Fiscal Years 1984-86. The plan was developed using the policies and procedures from the new Regulations for the Education of Exceptional Students and from the results of a statewide needs assessment conducted in collaboration with the State Advisory Council for the Education of Exceptional Children. A State Plan Advisory Committee also was formulated and played a major role in the development of fiscal policies in the plan. Public hearings were held at four sites throughout the state.

Monitoring Units

One of the major responsibilities of the Office of Special Education Administration was monitoring the implementation of state and federal laws and regulations pertaining to the education of exceptional children. The monitoring activities were designed to determine compliance with regulations and to identify personnel, training, and technical assistance needs.

The office conducted comprehensive progrm evaluations of six county school districts simultaneously with the on-site county accreditation reviews. The monitoring unit continued to work cooperatively with the county accreditation office on such activities as the review of the county plans of educational excellence. Another major activity undertaken by the monitoring unit was the revision of all special education monitoring documents and other evaluation materials and the preparation of a monitoring training handbook. This activity was to be completed prior to the on-site reviews of the county school districts scheduled for 1983-84.

The monitoring unit staff also participated in the development of West Virginia's State Plan, and served on numerous committees.

Compliance Management Unit

A major responsibility of the Office of Special Education Administration involved assurance of state and local compliance with federal and state laws and regulations pertaining to the education of exceptional students. Compliance management activities included the maintenance of a toll-free Parent Action Line for assistance to parents of exceptional students, preparation of responses to written complaints and inquiries, correspondence with advocacy groups, liaison activities with other bureaus and agencies regarding compliance with regulations for exceptional students and technical assistance regarding the provision of appropriate educational and related services to exceptional students.

The office processed more than 70 formal complaints from parents and advocates regarding the delivery of free appropriate public education for exceptional students. The complaints dealt with due process rights, violations of evaluation timelines, waiting lists for placement into a special education program, transportation, lack of provision of speech therapy, lack of appropriate facilities, and reduced class day for a special education student.

The office processed more than 70 formal complaints from parents and advocates regarding the delivery of free appropriate public education for exceptional students.

Four regional workshops assisted county school districts in the implementation of interagency agreements for the provision of vocational services to exceptional students. The office was represented in training sessions for vocational rehabilitation counselors regarding vocational assessment/requirements and the special education process. Two documents, Career Development for the Handicapped and Prevocational Skills: A Resource Guide, were completed to assist counties in planning and developing appropriate vocational services for exceptional students. These documents were distributed to all county special education and vocational education directors, vocational rehabilitation district supervisors, RESA special education specialists, and other interested individuals.

Residental Programs Unit

Pursuant to the Provision of Educational Services to Exceptional Individuals in Residential Settings (Interagency Agreement, approved by the West Virginia Board of Education, January 11, 1980) a liaison function existed between the Office of Special Education Administration and the Department of Corrections, Health and Human Services.

Unit staff contributed a major portion of time to the development of the Master Plan for Public Education.

The Office of Special Education Administration continued to provide monitoring and technical assistance services to those agencies to assure compliance with federal and state regulations.

With the implementation of the Medley decree, the Office of Special Education Administration developed a plan for providing special education services in the least restrictive environment to handicapped children housed in state health facilities. The plan was to be effective September 1, 1983 with a full implementation date of September 1, 1984.

Continued funding was provided to support the improvement and expansion of special education programs maintained by other agencies.

Division of General and Special Educational Development

The Division of General and Special Educational Development provided leadership and technical assistance to county schools districts, institutions of higher education, related agencies, and individuals in order to develop quality standards for educational programs and to specify learning outcomes. The division provided technical assisance to: a) schools and counties in meeting standards for educational quality and in developing school improvement programs; b) institutions of higher education and county school districts in meeting standards for educational personnel development; and c) the Bureau of Learning Systems as it relates to standards for educational quality, educational programs, and educational personnel development.

Draft documents in health, physical education and language arts were nearing completion.

Office of Educational Program Development

The office was composed of three units: General Education Program Development, Student Support Services and Special Education Program Development. The primary responsibility was to provide leadership, service and technical assistance in a comprehensive system of student learning models, curriculum structure, instructional strategies, administrative services and evaluation designs for developing and verifying the performance of students in early childhood, middle childhood, adolescent education and adult education programs.

General Education Program Development

The unit completed a program of study which included learning outcomes in reading, mathematics, science, art, music, driver education, bicycle safety, pedestrian safety, foreign language (Latin, Spanish, French) and consumer education. Draft documents in health, physical education and language arts were nearing completion. The unit designed and implemented a dissemination and utilization model to facilitate the implementation of the program of studies and accompanying learning outcomes. Additional program development materials and staff development materials were developed for educational personnel.

The unit completed a model to aid in the verification of learning outcomes in a seven county pilot study.

Unit staff contributed a major portion of time to the development of the Master Plan for Public Education and assisted specifically in the development of the standards common to all educational programs, standards for general programs, standards for special purpose programs and standards for support programs.

Additionally, staff continued to implement competency-based staff development packages in reading, music and art.

Special Education Program Development

This unit completed a position paper, Model for Special Education Program Development, which provided direction for the development and administration of modified, adapted and adjusted programs of study for students with exceptionalities. The document provided for the initiation of activities which included, but was not limited to: 1) identification procedures relative to each exceptionality, 2) discrete study of studies, and 3) specific educational program materials for each exceptionality.

The unit worked closely with other bureau units and offices on major projects which evolved the following; 1) Comprehensive System of Personnel Development Needs Assessment, 2) State Plan for Special Education, 3) Regulations for the Education of Exceptional Children and 4) the Master Plan for Public Education.

The unit worked with various publics in the development of interagency activities and formal agreements, especially in the areas of 1) preschool handicapped, 2) parent training needs task force, 3) vocational education and 4) vocational rehabilitation.

Collaboration

Office staff worked collaboratively with 1) county accreditation, by serving as team members on on-site teams 2) North Central

Association, by serving as team members on inspection teams and accreditation visits, 3) personnel development, by participating in follow-up visitations to institutions of higher education relative to reviewing approved teacher education programs and 4) school classification, by serving on teams.

Office staff worked with numerous study groups, task forces, planning teams, schools, counties and institutions of higher education in the development of curriculum materials, evaluation criteria, program development materials, and staff development protocols for county school districts and related agencies to use in educational program development. Furthermore, staff provided leadership, service and technical assistance in the areas of educational program design, development, implementation and monitoring evaluation.

Research and Development

The office continued its commitment to high quality experimental and action research and development activities at the county and school building level. The 1982 research and development projects in Putnam County (teacher effectiveness and classroom management projects), Fayette County (mastery learning project), Ohio County (teacher expectations and student achievment project) and Raleigh County (computer mathematics laboratory) were expanded.

The implementation and evaluation reports regarding projects, which included comparison groups, were used by other counties and regions as they replicated the projects. The Raleigh County Computer Mathematics Laboratory expanded to six county regional projects.

These West Virginia research and development activities continued to receive statewide attention and national recognition.

Student Support Services

The unit was responsible for textbook adoption, attendance, counseling and guidance, school psychology, safety and driver education. A primary thrust was an analysis of the unit's various services which resulted in the development of a model to provide for a comprehensive plan for student support services. The model is being implemented and the initial products of this effort have been awareness and orientation materials for educational personnel and parents.

The unit continued program development in counceling and guidance. Twenty-six counties developed performance-based counseling and guidance programs, which included competency-based staff development counseling and guidance materials. Unit staff developed program assessment instruments to be used in the comprehensive guidance program and the supervised entry level program for program evaluation and planning.

Textbook adoption products included the document, Textbook Adoption: Official State Multiple List 1983, which lists West Virginia Board of Education approved textbooks in the areas of reading, literature-reading, spelling American government, and driver education. In addition, the document included textbooks designated as high and low ability student materials.

Recognizing Student Accomplishments

Office staff maintained and assisted in educational programs that directly recognized the accomplishments of students, such as Youth Art Month, Golden Horseshoe, Youth and Government Seminars, State Social Studies Fair, Johns Hopkins University Talent Search, Music in Our School Week, and a Safety Poster Contest. These programs provided thousands of students and hundreds of teachers recognition they deserved for their high quality achievments.

Office of Educational Personnel Development

This office had a two-fold responsibility: a) to provide leadership in working with institutions of higher education and county school districts for the continuous improvement and development of excellence in educational personnel development programs: and b) to provide teaching, administrative, and service models, standards, and procedures for the development of professional school personnel.

Teacher Education Unit

The teacher education unit continued to meet its responsibilities for implementing the program approval model for the initial development of educational personnel. This included the continuous review of standards, conducting on-site evaluations of programs at institutions of higher education, providing technical assistance in program development and acting as liaison to colleges and universities.

Policy 5100 - Assuring the Quality of Learning in West Virginia Schools: Plan for Professional Development of Educational Personnel. This academic year was the first year in the implementation of Policy 5100,

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The Basic Skills Task Force was convened to define the basic skills and to recommend appropriate assessment and proficiency levels for prospective educational personnel licensure candiates.

Counties were encouraged to utilize substitute teachers who held professional certification or who held expired certificates.

All teacher education institutions in West Virginia provided data for the state summary report and thus contributed to the data base for decisions about teacher education programs in West Virginia.

"Assuring the Quality of Learning in West Virginia Schools: Plan for Professional Development of Educational Personnel." Policy 5100 includes four components which are to be developed before full implementation of the policy by September 1, 1985. Those components are basic skills, general studies, content specialization and professional education. The teacher education unit had significant involvement in activities related to the four components.

The Basic Skills Task Force was convened to define the basic skills and to recommend appropriate assessment and proficiency levels for prospective educational personnel licensure candidates. One member of the Teacher Education Unit served as vice-chairperson of the task force. The task force produced an extensive report which included recommendations for renaming of the basic skills to preprofessional skills; components and specific competencies for preprofessional skills; and further research activities

The general studies component is to be based on an institution's concept of a well educated person, One institution (Bethany College) submitted its new general studies program in advance of the September 1, 1985, deadline for implementation of Policy 5100. Early submission of components of a teacher education program is permissible under Policy 5100.

The major activity related to the content specialization component was the initiation of a pilot test development project in specific learning disabilities. The project, which is scheduled for completion in December, 1983, is a contract with National Evaluation Systems, Inc. (NES). In addition to the development of a certification test for specific learning disabilities, the project also will result in a plan for assessing the long range effectiveness of the certification testing program. The unit coordinator served as project director for the NES contract.

With respect to the professional education component, teacher education unit staff worked with three statewide committees to develop a "first cut" of the roles and functions of teachers and administrators for early, middle and adolescent education settings. These roles and functions will be further refined and will serve as the bases for development of program objectives for the professional education component. Roles, functions and program objectives also will be developed for student support service personnel.

A major activity of the unit related to Policy 5100 was the staff's involvement in the initiation of Education Personnel Preparation Advisory Committee (EPPAC) at the 17 educational personnel preparation institutions. Some sixty-two meetings were held during the initial year of the EPPAC operations.

The EPPACs emphasized organizational concerns and the preparation of their management plans for the implementation of Policy 5100. The teacher education staff, in collaboration with several professional groups, prepared quidelines for submission of the management plan.

Substitute Teacher Training. By board action of July 9, 1981, provision was made for training programs for substitute teachers who only had a bachelor's degree. Counties were encouraged to utilize substitute teachers who held professional certification or who held expired certificates. However, counties were permitted by Policy 5114 to use, in emergency situations, teachers without professional certification if such individuals completed a state approved training program. This policy was renewed for the 1982-83 year and permitted substitute teachers who had completed the prior training to renew their permits if they completed an approved second year training program. The teacher education unit received and reviewed applications from 23 counties individually or as part of a multi-county training program.

Information Dissemination. The teacher education unit continuted its function of information sharing among the West Virginia colleges and beyond. The teacher education section prepared a booklet entitled **Approved Teacher Education Programs in West Virginia** as was required by the Interstate Certification Project (ICP). Again, the staff cooperated with the National Education Association in the compliation of data for the annual teacher supply and demand report. All teacher education institutions in West Virginia provided data for the state summary report and thus contributed to the data base for decisions about teacher education programs in West Virginia.

Continuing Education Unit

The Continuing Education Unit coordinated the implementation of continuing education for educational personnel; began to design a generic model for conducting educational needs assessments; coordinated a statewide network of teacher education centers; served as liaison to the Barbour County Teacher Center Project; and assisted in the development of training programs for specific school staff groups i.e. music teachers,

school nurses, special education teachers, and middle childhood educators.

Continuing Education. The unit's main function was the coordination of the implementation of the continuing education of educational personnel in the 55 county school districts. During the summer, the county continuing education programs were monitored in conjunction with county accreditation visitations. Two meetings were held for the 55 county continuing education coordinators. Throughout the school year, members of the continuing education staff visited or participated in county continuing education training programs.

The continuing education programs provided training to meet the changing job-related needs of public school educators. The programs required and recieved high level involvement from teachers and council members. Further, they resulted in more active, positive involvement of educational personnel.

Needs Assessment Packages. After the unit staff convened a department-wide team to examine the feasibility of developing and using a generic needs assessment model, the group developed a model to be disseminated for discussion.

Teacher Education Centers. The teacher education centers provided a means for focusing the resources of the institutions of higher education, local education agencies, and the State Department of Education on specific pre-service and inservice activities.

The coordination of the statewide network of four teacher education centers was a major responsibility of the section, which held meetings to share information about successful programming and solve problems of common concern, such as placing student teachers, addressing the needs of beginning teachers and offering training to supervising teachers.

Teacher Center/Teacher Corps. A proposal, submitted by the Barbour County Schools, was funded by the federal goverment. A unit staff member worked with the center in designing programs for both teachers and principals.

Other Projects. The unit also worked with Marshall University, West Virginia College of Graduate Studies, and Bethany College in identifying the competencies required of persons assigned, without specific training, to middle childhood education settings. The competencies served as the basis for training program designed by the staff from the unit and the three institutions of higher education. Ninety-three people completed the training at two sites.

A statewide special education needs assessment for regular and special educators was coordinated by the unit. The results will be used by county school districts in the development of continuing education programs that are job-related for special education personnel.

Certification Unit

The certification unit achieved several major goals which resulted in increased efficiency of certificate processing, liaison roles to counties and colleges, improved relationships with counties from a service orientation, and improved communication with other sections of the division and other bureaus within the department.

Increased Efficiency. Staff members in certification continued to streamline the application processing procedures which resulted in three week turn around time from the date an application is received, sent to the computer center and mailed.

Staff members in certification continued to streamline the application processing procedure.

Processing Applications. During the year, 15,384 applications related to original certificates, renewal conversion, permanence and salary classification were received and reviewed. These included requests for professional teaching, administrative and service certificates; temporary licenses; certificates via the National Teacher Examinations, salary classifications permits and authorizations. Also, staff continued the processing of original certificates on-site at institutions of higher education which resulted in more efficient, accurate and timely processing of applications.

During the year, 15,384 applications related to original certificates, renewal conversion, permanence and salary classification were received and reviewed.

Interstate Reciprocity. Participation in the Interstate Reciprocity Agrement continued with approximately 30 states cooperating. The issue of competency tests imposed by some states continued to be a major issue. West Virginia continued to hold a leadership position within the compact.

The issue of competency tests imposed by some states continued to be a major issue.

Interstate contracts for the 1980-85 cycle continue to be implemented for administrative, service, and vocational personnel in addition to teaching certificates. The number of states participating in these areas (approximately six) continued to be very low by comparison with teacher contracts due to greater differences among states in requirements.

Technical Assistance and Liaison Roles. Regional certification meetings were held in Beckley, Charleston, Fayetteville,

Grafton, Huntington, Keyser, New Martinsville, and Ripley.

The certification staff, in addition to technical assistance via telephone with all counties, conducted training and assistance activities in Kanawha, Lewis, Mercer, Wetzel, Logan, and Wood counties.

Assistance activities also were conducted for all colleges and universities having teacher education programs.

Additionally, the director and certification coordinators continued to be actively involved in the committees working for the revision of teacher education standards, review of teacher education programs, and revision of certification patterns

During fiscal year 1982-83, 5,448 equivalent diplomas were issued to qualified adults, a 10% decrease from the previous year.

Research and Information System

The research and information systems office was responsible for designing and coordinating the implementation of a management information system for the bureau. Major activities related to this responsibility included reviewing the information needs of bureau staff and others served by the bureau, reviewing plans for the design and use of data collection forms and procedures, and coordinating the development and use of data processing procedures.

Activities included:

a. Enrollment projections for all counties and the state;

b. Development of a system for reporting trend data on important variables in the education process;

c/ Analysis of data for a number of major studies, such as class sizes, staffing patterns, opinions of various groups about the State-County Testing Program and an assessment of the training needs of special education personnel;

d. Technical assistance in the development of a special education management information system and a textbook adoption and utilization reporting system;

e. The receipt and transmission of messages for several electronic mail systems; and

f. Leadership, special assistance and service to county, regional service agency and department personnel in the planning and implementation of data management activities.

General Education Development Testing (GED)

The assistant state superintendent of the Bureau of Learning Systems is the appointed state administrator for the GED testing program. The state administrator has the day to day responsibility for policy implementation, administration of the program, supervision of the 55 official GED testing centers within the state, processing and issuing the State High School Equivalent Diploma. During fiscal year 1982-83, 5,448 equivalent diplomas were issued to qualified adults, a 10% decrease from the previous year.

Recommendations

That funds be appropriated to continue support of:

1. Operation of the State-County Testing Program.
2. Personnel and services needs of programs for exceptional children.
3. Operation of child development projects.

Bureau of Vocational, Technical and Adult Education

More than 150,000 West Virginians enrolled in programs during FY-83 that were planned, developed, administered, supervised, evaluated and otherwise affected by the Bureau of Vocational, Technical and Adult Education.

The West Virginia Board of Education has directed that the bureau function as two major divisions: (1) administration and planning and (2) program services. This report is organized accordingly.

Adminstration and Planning

Secondary and Special Programs

During the year, 70,611 high school students were enrolled in secondary vocational programs administered by this unit. In addition, 1,051 post-high school students were served. The job placement rate for graduates of secondary programs was approximately 76 percent. More than 66 percent of the state's secondary students were enrolled in vocational programs during this reporting year.

The unit continued a productive relationship with the special education advocacy group, Parents Advocating Vocational Education (PAVE). Unit staff also:

- Jointly operated handicapped programs involving cooperation between the bureau and vocational rehabilitation offices in Cabell, Monongalia, Putnam and Wood counties.
- Conducted two pilot projects, one addressing the weaknessess of existing evaluation procedures and the second exploring the assignment of special educators to vocational schools.
- Organized support services to mainstream handicapped students into training areas not previously accessible.
- Continued the effort to make all vocational programs available to handicapped students.

The unit also administered cooperative education and placement program.

Postsecondary and Adult Programs

During 1982-83 twenty-eight local educational agencies conducted adult preparatory classes and served 3,341 students; an additional 1,128 adults were served as postgraduates through secondary programs. New programs were started in Kanawha, Marion, Marshall and Monongalia Counties. The vocational bureau continued the support of all adult preparatory programs by providing funds for instructor salaries and fixed costs. Some funds also were allocated for the purchase and leasing of equipment.

In an effort to reduce the duplication of equipment and to more fully utilize existing facilities, many full-time adult preparatory programs were scheduled in late afternoon and evenings after the secondary students had finished for the day. This scheduling also better met the needs of many adults because they could be employed and attend class after work.

The vocational bureau continued to cooperate with the West Virginia Board of Regents in supporting postsecondary (associate degree) programs for 9,166 West Virginia students.

All counties in West Virginia participated in at least one of the part-time vocational education programs in occupational, consumer and homemaking or adult basic education areas. More than 30,000 adults were enrolled in special interest (community education) classes.

New and Expanding Industry Training

New and Expanding Industry Training (NEIT) services continued to expand, serving more than 3,300 persons. Firms and agencies served included Mobay Chemical Company, Volkswagen of America, Union Carbide Corporation, Omni Direct Mail, Corning Glass, Anchor Hocking Glass Corporation, Yardley Pipe Company, Fibair, Inc., EEE Corporation, Pagano Industries, Braxton County Nursing Home, Consolidated Gas, and Southern Appalachian Coal Company.

Unit staff assisted several other industrial firms in developing training programs in preparation for production. Staff also provided

During the year, 70,611 high school students were enrolled in secondary vocational programs administered by this unit.

The unit administered 80-hour and 40-hour miner orientation programs for 1,097 students in underground training and 1,372 students in surface training.

More than 360 CETA eligible students were mainstreamed into adult preparatory or secondary vocational-technical skill training programs.

a 20-hour training programs for first-line supervisors employed by more than 30 firms.

The unit administered 80-hour and 40-hour miner orientation programs for 1,097 students in underground training and 1,372 students in surface training.

Adult Basic Education

Fourteen thousand, five hundred and twenty nine adults were enrolled in Adult Basic Education programs throughout the state. Classes were available in all counties, and 41 full-time adult learning centers were operated.

Six thousand and ninety seven adults took the GED test and received their high school equivalency diplomas. Participants in the ABE program included 498 adults with limited English proficiency and 1,814 institutionalized adults.

Classes were conducted in public school facilities, libraries, community centers, churches, correctional centers, hospitals and health agencies.

Under the J:STEP (Jobs: Skill Training and Experience Program) nearly 1,000 unemployed adults were served in ABE/Career Life Preparation classes. Sixteen new full-time programs were started and individual referrals were made to 21 adult learning centers throughout the state. In these programs, the unemployed workers were instructed in job seeking and job keeping skills, career information, consumer education, etc., in addition to the improvement of reading, writing and math skills and preparation for the GED test.

CETA/PIC Programs

More than 753 adults participated in CETA programs, with 393 students in full-time training classes made up of 15 to 20 students. More than 360 CETA eligible students were mainstreamed into adult preparatory or secondary vocational-technical skill training programs.

Cooperating with the Private Industry Council (PIC), the bureau utilized funds for economic development in West Virginia. New and Expanding Industry Training (NEIT) programs in hydraulics, chef training, direct mail services, electrical meter repair, metal replating, plastic pipe production, printing and graphics, cashier-checker, were operated to provide well trained employees for new West Virginia employers. More than 275 persons were served through CETA/PIC projects during FY-82.

Over 2,000 persons received skill training and educational services through the Governor's Jobs: Skill Training and Experience Program. The Career Life Preparation component of the program provided individuals with basic academics, i.e. reading, math, etc., a high school equivalency diploma, job seeking skills, and referral to a job skill training, or further education.

More than 2,020 young people were served through the career education component of the Governor's Summer Jobs program.

Data, Planning and Supportive Information

This unit conducted four regional program planning meetings, coordinated preparation of an annual plan for vocational education, prepared an accountability report for FY-82, arranged for conducting six public hearings, processed placement data for more than 140,000 vocational students, conducted inservice workshops for vocational teachers and administrators, coordinated operation of the Governor's Summer Youth Employment Program in nine vocational centers, maintained a complete file of local and state vocational personnel, maintained liaison with the department of vocational rehabilitation, CETA, PAVE and state and federal offices of civil rights.

Data were accumulated and analyzed for several studies and reports, including the results of an opinion poll of employers of vocational students, a summary of vocational activities for FY-82, and the participation of nonpublic institutions and agencies in vocational education programs.

During the year, unit personnel also coordinated the development of a statewide program for shop and classroom safety, with emphasis on imcorporating safety units in the vocational curriculum. Staff particiapted in 11 county on-site safety and inventory reviews and coordinated vocational construction and/or expansion projects in Brooke and Tucker Counties.

Adminstration

Staff prepared and reviewed state and local plans and accountability reports, monitored fiscal expenditures at state and local levels, prepared and distributed procedural and policy changes, cooperated with the state joint apprenticeship and training committee, assisted in coordinating training programs through the Governor's Office of Economic and Community Development, planned and conducted three statewide conferences for local and state vocational administrators, and

assisted in planning and conducting a statewide conference for all vocational personnel.

Sex Equity

The sex equity program was designed to assist the state board of education in providing equal educational opportunities in vocational education programs for males and females. The intent was to eliminate sex discrimination and sex stereotyping from all vocational programs.

In 1982, five projects were conducted to overcome sex bias and sterotyping; these were held in Marshall, Mercer, Wetzel, Barbour and Marion Counties. One project was conducted for support services for women in Kanawha County.

Six county evaluations for the purpose of reviewing civil rights were held. One county continuing education program and three inservice programs for graduate credit were presented in cooperation with Marshall University.

In addition, a review of 63 LEA's plans was done for the purpose of analyzing advisory council composition and evaluating goals and objectives for overcoming sex bias and sterotyping.

Program Services Division

Staff in this division, in addition to regular responsibilities for vocational curriculum and instruction, also:

* Assisted with revision of teacher education standards
* Assisted with the development of the Master Plan for Education
* Developed and applied math course for vocational education
* Disseminated competency-based curriculum on a regional basis
* Designed and initiated new pre-and inservice training programs for teachers
* Assisted vocational schools in achieving North Central Association (NCA) accrediation (West Virginia's 26 accredited schools are the most in any NCA state)
* Evaluated vocational programs in 14 county school systems
* Conducted 21 personnel development institutes
* Assisted in the development of training programs for new and expanding businesses and industries

Instructional Services

Vocational Agriculture

The vocational agriculture/agribusiness program enrolled 5,945 secondary students and more than 1,000 adults in full and part-time programs in schools throughout the state. Many programs were diversified and expanded to meet the many and varied needs of those being served. A number of teachers of vocational agriculture expanded their program offerings and included cooperative vocational training in the off-farm agricultural occupations dealing with such areas as food products (animal processing), agricultural machinery sales and service, horticulture, and agricultural mechanics. The Future Farmers of America (FFA) organization increased in membership by 127 members, for a total of 5,301.

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Marketing and Distributive Education and Diversified Cooperative Education

Vocational marketing and distributive education and diversified cooperative education programs involved 3,418 secondary students, 2,254 of whom were active members of the Distributive Education Clubs of America (DECA). Division staff concentrated efforts on curriculum improvement and redirection of programs to include entrepreneurship activities and computer literacy. More than 600 students attended the West Virginia Career Development Conference of DECA. At the adult preparatory level, there were 555 persons involved in marketing education programs. Curriculum activities included fashion merchandising and a supervision program for short term courses.

Health Occupation

There were 1,369 secondary and 1,021 adult preparatory students enrolled in health occupational training courses during the year. Staff assisted counties in starting new programs, conducted workshops for teachers, revised the evaluation instruments for health occupations programs, and supervised development of a medical assistant and a health assistant curriculum for the state.

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Consumer and Homemaking and Occupational Home Economics

Consumer and homemaking classes involved 21,493 secondary students, with an additional 1,278 secondary students and 79

There were 25,553 secondary and 713 adult preparatory students enrolled in office occupations programs.

The staff supervised training programs for 6,443 emergency medical technicians, 4,240 firemen, 263 policemen, and 516 water and wastewater plant operators in the 55 counties.

adult preparatory students enrolled in occupational home economics programs. Adult Roles and Functions classes were taught to juniors and seniors in 91 percent of the high schools in the state. A new class, "Surviving Today's Experiences and Problems Successfully (STEPS)" was piloted with ninth and tenth grade students. This course had a unified concept which addressed concerns of vital importance in learning to live in the 1980s and beyond. Curriculum emphasis was on developing a course in family health and consumer education. Numerous student organization activities were conducted and membership in the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) was 4,346 which represented an increase of 463 members over the previous year.

Business and Office Education

There were 25,553 secondary and 713 adult preparatory students enrolled in office occupations programs. Division staff concentrated on curriculum improvement and redirection of programs, conducting workshops and inservice programs and supervising the preparation of curricula. Staff continued to oversee the expansion of word and data processing curricula and participated actively in efforts to make the microcomputer available in business and office occupations classes as both an object of instruction and a tool for instruction. More than 1,300 students attended the state Future Business Leaders of America (FBLA) competitive events and leadership conference and regional meetings.

Industrial and Technical Education

Division staff supervised trade and industrial occupations programs in which 13,108 secondary and 2,044 adult preparatory students were enrolled. Staff also had responsibility for technical occupations training programs involving 706 secondary and 294 adult preparatory students. In addition to conducting program evaluation in 14 counties, staff developed five new program guides, helped set up New and Expanding Industry Training (NEIT) programs for 20 firms, organized workshops to update teachers in their respective occupations, and coordinated energy conservation efforts. The Vocational Industrial Clubs of America (VICA) had approximately 5,000 members. More than 400 VICA members from 45 counties participated in the state skill olympics. Sixty-eight students who won first place awards at the state skill olympics competed ir. the U.S. Skill Olympics in Louisville, Kentucky. Thirty students received national recognition.

Industrial Arts

The staff had responsibility for supervising 280 teachers in industrial arts throughout the state in grades 5 through 12. Workshops were conducted for industrial arts teachers and the learning outcomes for the communications curriculum in industrial arts were developed. Members of the West Virginia Industrial Arts Student Association (WVIASA) participated in state and national conference.

Career Education

Funds were provided under P.L. 94-207 (Career Education Incentive Act), to 19 counties at the middle grade level for career education programs. Prevocational education programs involving 7,660 students in 119 programs operating in 44 counties were supervised by staff, along with the related evaluations, curriculum development, technical assistance, and personnel development. Staff also developed an assessment unit for prevocational students and designed new prevocational curricula for personal service, communications and media, transportation, and an awareness curriculum for microcomputers. Funds were provided to support 38 vocational guidance counselor positions and 30 vocational job placement coordinator positions. Career Exploration Clubs of West Virginia was established for the first time. The primary emphasis of this club was to develop competent leadership and create more interest in vocational youth organizations.

Public Service Training

The staff supervised training programs for 6,443 emergency medical technicians, 4,240 firemen, 263 policemen, and 516 water and wastewater plant operators in the 55 counties. A new program for training of public water and wastewater service district commissioners was initiated, with 12 regional workshops involving 300 participants. The construction of a classroom and laboratory for the training of wastewater plant operators begun at the Cedar Lakes Conference Center.

Curriculum Laboratory

The laboratory circulated and cataloged items, supplied requests, printed curriculum, conducted meetings and workshops, and hosted visitors to the lab. Curricula were developed in the areas of oil and gas safety, health assistant, nursing assistant, information processing, family health, consumer education, vocational math, law enforcement, and industrial maintenance mechanic.

Community Education

Staff conducted inservice and awareness sessions for educators and lay persons, provided liaison between the division and county community education personnel, conducted two statewide workshops and a joint conference with adult education personnel. Technical assistance was provided to approximately 15 counties, two of these instituting community education programs for the first time. Fifty-five counties received information relative to implementation and promotion of community education, including statewide promotion of National Community Education Day. Staff also worked with the Commission on Aging to facilitate the delivery of services for the state's senior citizens.

Recommendations

That funds be provided for:

1. Adult preparatory programs to train additional students, resulting from the loss of jobs because of the economic recession.
2. Constructing or expanding of eight vocational facilities and eight regiona educational facilities for firefighters.
3. New secondary programs and redirecting or changing existing programs to remain current and meet occupational demands.
4. An additional 3,500 adults to improve their basic literacy skills and obtain their GEDs.
5. Electronic equipment, including computers, for training of operators and technicians to keep current with technology.
6. Developing of exemplary and innovative projects, new curricula and revising and updating existing curricula.
7. Increasing the number of prevocational exploration programs and improve student assessment activities.
8. Providing the appropriate personnel to evaluate exceptional children who have been referred to vocational education programs.
9. Providing inservice programs needed to update vocational personnel in skills brought about by emerging technology.
10. Replacing vocational equipment on a priority basis, upgrading industrial arts equipment, and replacing consumer and homemaking appliances.
11. Promoting and expanding community education programs by the addition of four full-time coordinators and 35 half-time coordinators.
12. New and expanding industry training to meet the needs of new plant startups and plant expansion.
13. Expanding the assembly hall, constructing a 50-room motel lodge, and employing a coordinator for the wastewater treatment plant at the Cedar Lakes Conference Center.

Bureau of Services and Federal Assistance

During Fy 1983, $26,885,442 of Chapter 1 funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low income areas.

The ECIA Chapter 1 program had a positive impact on the students served.

The Bureau of Services and Federal Assistance was responsible for administering federal programs under the Educational Consolidation and Improvement Act of 1981 (ECIA), the National School Lunch Act and other federal programs.

EICA Chapter 1

EICA Chapter 2

Elimination of Sex Discrimination

Foster Grandparent Program

Migrant Education

School Food Services
U.S. Dept. of Agriculture
State Aid for Cooks' Salaries

School Facilities Planning

School Transportation

Veterans Education and Training

The bureau administered the state funded school transportation program and the school facilities planning program to provide services to counties. The federal ECIA programs, migrant education and child nutrition programs provided funds and services to county boards of education; the other federal programs provided services only.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia are under P.L. 97-35 (as amended) better known as ECIA Chapter 1 of the Education Consolidation and Improvement Act. The ECIA Chapter 1 program provided supplementary instructional services to educationally disadvantaged children who reside in school attendance areas with a high incidence of poverty. Most of the Chapter 1 programs were in grades 1-6. Additionally, Chapter 1 programs were funded to provide supplementary educational activities in state institutions housing handicapped, neglected and delinquent children.

During FY 1983, $26,885,442 of Chapter 1 funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low income areas. These funds supported programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 38,000 public and private school students throughout the state received these services from 700 teachers and 900 teacher aides.

Additionally, $11,907 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind to supplement the existing education program. Local school districts enrolling deaf and blind children were allocated $11,570. The West Virginia Department of Health operated Chapter 1 programs in seven institutions with an allocation of $297,095. Children previously housed in state health institutions who are enrolled in public schools received $118,631. State institutions housing neglected and delinquent children received an allocation of $274,425 to supplement their educational program. Also $175,033 of Chapter 1 funds were expanded to provide special education programs for children of migratory farm workers in Berkeley, Hampshire and Jefferson counties.

Taking into consideration those variables that cannot be controlled and conditions under which evaluation data were collected, it appears that the ECIA Chapter 1 program had a positive impact on the students served.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act, 1981 consolidated 28 education grant programs that had been funded in fiscal year 1982 into a single authorization of grants to states in fiscal year 1983. The programs consolidated were those authorized under the following:

1. Title II, III, IV, V, VI, VIII and IX (except part C) of the Elementary and Secondary Education Act of 1965
2. Alcohol and Drug Abuse Education Act
3. Part A and section 532 of Title V of the Higher Education Act of 1965
4. Section 3 (a) (1) of the National Science Foundation Act of 1950 relating to precollege science teacher training

5. Follow Through Act (on a phased basis)

6. Career Education Incentive Act

These programs, except for the Career Incentive Act, were not funded in 1983. These antecedent programs were closed out with 82 funding.

The legislative purpose of Chapter 2 was to transfer authority and responsibility to state and local education agencies with a minimum of paperwork, and with complete discretion in the use of funds at the local level.

West Virginia received $3,652,769. Approximately 20% of that amount, ($728,854), was retained for use at the state level and 80%, ($2,923,915), was distributed to 66 local education agencies. The sixty-six agencies are the 55 county boards of education, the eight regional education service agencies, the Schools for the Deaf and the Blind, the department of health and the department of corrections.

The law requires that the distribution of funds to the LEAs include criteria to provide higher pupil allocations to local education agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child. The formula recommended by the advisory committee and approved by the State Board of Education and the United States Department of Education follows:

a. Ninety percent of the funds will be distributed on the total public and private nonprofit school enrollment. Ten percent of the funds will be allocated to the regional education service agencies and the other eighty percent of the funds will be allocated to all other local education agencies.

b. Five percent of the funds will be distributed to those local education agencies serving children identified for special education. The funds will be allocated to eligible LEAs based on the number of children identified that are participating in special education.

c. Five percent of the funds will be distributed to those local education agencies serving children identified for Title 1 services. The funds will be allocated to eligible LEAs based on the number of children participating in Title 1.

The funds retained at the state level were used to continue programs established under ESEA V for strengthening state education agencies. The funds allocated for use by the local education agencies were used to meet the educational needs of the agencies. Each LEA had complete discretion in the use of Chapter 2 funds.

The implementation process for Chapter 2 required by law that the governor appoint an advisory committee to advise the state educational agency on:

1. the allocation among authorized functions of funds (not to exceed 20 per centum of the amount of the state's allotment) reserved for state use under section 565 (a)

2. the formula for the allocation of funds to local educational agencies, and

3. the planning, development, support, implementation, and evaluation of state programs assisted under this chapter.

Elimination of Sex Discrimination

The Office for the Elimination of Sex Discrimination reopened January 1983 and was responsible for providing services to county boards of education under Title IV of the Civil Rights Act of 1964 and Title IX of the Education Amendents of 1972. Assistance was provided for equal educational opportunities, improving human relations in the schools and problems emanating from sex discrimination. The office assisted educators, students and parents in non-sexist education, the elimination of sex discrimination, human relations and student rights and responsibilities.

Child Nutrition

The West Virginia Department of Education administers all child nutrition programs available through the United States Department of Agriculture. These programs operate under the authority of the National School Lunch Act of 1946 and the Child Nutrition Act of 1966, as amended in 1981 by Public Law 97-35. The feeding programs authorized under these acts provide federal funding for nutritionally adequate meals and/or supplements to children in attendance at public and private schools, child care and Head Start centers, residential child care institutions, summer camps and family day care homes. Under this program school lunches and breakfasts were made available to all children

The West Virginia Department of Education administers all child nutrition programs available through the United States Department of Agriculture.

There were no pupil fatalities, and only a few minor injuries to pupils on board the bus.

With the cooperation of the West Virginia Department of Finance and Administration, 324 buses were purchased through the central bid process.

No counties were cited for having an exorbitantly high number of defects.

attending public school (with the exception of four schools not participating in the school lunch program and 10 schools with waivers of the school breakfast program). Lunches/breakfasts were served in 24 private schools and 46 residential institutions serving school-age children. Special milk was provided in 10 private schools and 28 summer camps in lieu of meal service. For preschool children, meals/supplements were provided in 170 child care and Head Start centers and nearly 600 family day care homes. During the summer of 1983, 110 local sponsors provided summer feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and for inservice training of food service personnel. Federal funding for the various child nutrition programs amounted to nearly $35 million in FY 1983.

School Transportation

The 55 counties operated 2,934 school buses on regular routes, transporting 289,474 pupils to school each day. There were no pupil fatalities, and only a few minor injuries to pupils on board the bus. One bus operator fatality occurred in Mercer County. While attempting to repair a broken tire chain the bus operator was struck by a skidding truck.

All school bus operators are trained in the preservice phase of the West Virginia Uniform School Bus Operator Training Program before being certified. All bus operators also annually receive training in the advanced phase of the program, and refresher training in the preservice phase. Transportation division personnel assist counties with bus operator training on a limited basis. The state director conducts instructor training seminars to certify county personnel as instructors in the bus operator training program.

With the cooperation of the West Virginia Department of Finance and Administration, 324 buses were purchased through the central bid process. Fifty-two counties participated in the process.

The school bus inspection program, under the supervision of the Division of School Transportation completed its fifth full year. All buses were inspected three times. Buses used in summer programs were inspected a fourth time. As a direct result of the inspection program, preventative maintenance of the buses continued to improve. No counties were cited for having an exorbitantly high number of defects. The state average for the last inspection was .989 defects per bus. Thirty-six counties averaged less than one defect per bus. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

The transportation director and a bus inspector inspected pilot models and observed the assembly line construction of both chassis and bodies of West Virginia school buses. This helps to eliminate many of the problems generally associated with new buses when received by the counties.

Interest accelerated in the use of alternate fuels for school buses. One county operated its entire fleet on liquified petroleum gas fuel. Diesel fuel continued to increase in popularity and afforded considerable savings in operation and maintenance.

School Facilities Planning

The Division of School Facilities Planning was responsible for the coordination of the better school building construction program in the public schools.

In addition to assisting the county boards of education in revisions and amendments to their comprehensive educational facilities plans, site selections, project surveys and final inspection of completed facilities, the division staff coordinated the department of education's activities related to the review and approval of plans and specifications for building projects with the department's bureau of vocational, technical and adult education, the state fire marshal's office, the department of health, highways and vocational rehabilitation.

The staff reviewed and the state board of education approved 20 school construction projects during the year, totaling $4,487,453.

The $200 million Better School Buildings Amendment funds have made it possible for the 55 county school systems to participate in a comprehensive building program that surpasses any previous period in the state's history.

Comprehensive Educational Facilities Plans, as required by West Virginia Code 18-9C, have been approved by the state board of education for all 55 county school systems, with a total anticipated construction program budget in the amount of $700,884,911.94. This total reflects $219,821,789.94 (31.36 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $67,140,776 (9.58 percent) local levies and other local funds of $122,655,064.74 (17.50 percent), and anticipated local bond proceeds in the amount of $291,267,280.69 (41.56 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved, contingent upon the availability of funds to be generated from local bond issues, totaling $291,267,280.69. To date 18 of the 49 counties have been unable to pass a bond referedum, plus one county was unable to pass a special excess levy for construction of a high school, hereby reducing the comprehensive plan program budgets by $119,512,996 in bond funds and $3,676,500 in special excess levy funds, an 17.56 percent cutback in the approved construction program plans.

Tables on the following pages summarize the current status of the Better School Building Construction Program. These tables list the total anticipated construction dollars for each county, project approvals and funding sources, projects completed to date and bond election attempts.

The unsuccessful bond election, plus the one special excess (construction) levy, totaling $123,189,496 reduced the approved comprehensive building program budget funds from $700,884,911.94 to $577,695,435.94.

To date 968 county school projects for new facilities, additions, remodeling, and fire/safety hazard repairs/renovations, totaling $478,957,048.78 (82.91 percent of available funds) have been approved by the state board of education, leaving a balance of $98,738,387.16 (17.09 percent in construction projects) to be submitted by the counties for interdepartmental (fire marshal, health, highways, vocational rehabilitation) review and recommendation by department staff to the state board for approval.

Projects completed and inspected to date number 517, with a total cost value of $252,985,255.96.

Table I shows the funding sources and totals for the 55 approved comprehensive educational facilities plans. State Better School Buildings Amendment entitlement funds represent 31.36 percent of the total projected costs, with an anticipated 17.50 percent from local sources, local bond funds accounting for 41.56 percent and 9.58 percent from state/federal, vocational and other funds.

Table II summarizes the 968 construction projects that have been approved by the state board of education. Projects authorized or under construction have a budgeted cost of $78,957,048.78. State "BSBA" entitlement funds account for 42.78 percent; state/federal, vocational and other federal funds, 11.71 percent; local bonds, 27.63 percent; and local levies/other local funds, 17.88 percent.

Table III summarizes by source of funds (state, federal and local) the projects that have been completed and inspected to date. Forty-four of the 55 counties have completed one or more projects since the inception of the better school building program.

Table IV summarizes bond election history since 1972. During 1980, five counties (Cabell, Hancock, Mason, Pocahontas and Raleigh) held eight public school bond elections (Mason - 3; Pocahontas - 2). Only two counties (Hancock - $13,885,000; Raleigh - $14,825,000) received voter approval.

In 1981, two counties (Brooke and Greenbrier) held bond elections. Brooke's bond issue, in the amount of $9,865,000 passed; Greenbrier's bond issue, in the amount of $10,539,000 failed.

In 1982, only one county (Wood) attempted a bond referendum. The amount was $18,100,000 and it failed.

No county held elections proposing bond issues during the current year.

It is significant to note that the three counties (Brooke - 1981 - $9,865,000; Hancock - 1980 - $13,885,000; Raleigh - 1980 - $14,825,000) which received voter approval for the issuance of school construction bonds in the past three years have been able to sell the bonds on the open market.

No county held elections proposing board issues during the current year.

Foster Grandparent Program

The Foster Grandparent Program continues to provide opportunities for caring seniors, 60 years of age or older, to provide individual attention to children who have exceptional needs.

As foster grandparents, seniors work four hours a day with certain children at approved locations in nine counties (Doddridge, Harrison, Taylor, Randolph, Mercer, Summers, McDowell, Wyoming, Kanawha). They receive $8 a day to supplement their limited income. In addition, they receive daily meals, help with transportation, annual physical examinations, workmen's compensation coverage, and regular inservice training.

The program is funded by ACTION with state matching funds and in-kind contributions.

Veterans Education and Training

The division of Veterans Education and Training was responsible for the approval and supervision of courses in non-college degree

institutions and apprenticeship and other on-the-job training programs in West Virginia. During FY 1983, active training establishments and institutions numbered 300.

Disaster Relief

Under P.L. 81-874 and P.L. 81-815 the federal government is authorized to provide funds for the operation and maintenance of schools, including the replacement of equipment, materials and structural damage that occured during a natural disaster, such as flooding, and not covered by insurance or funds from other sources. Such areas must be determined a major disaster by the President upon a request from the governor. During this reporting period, flooding or other natural cause that damaged school property was not sufficient enough for a major disaster to be declared. Any flooding or other natural cause that did occur was not reported or was covered by insurance that is required for participation under these laws for any declared major disaster following the initial involvement of the federal goverment.

Recommendations

The the legislature provide funds for:

1. Partial expanison of the school facilities planning division, as mandated by Senate Bill (§18-9A-21), which is to assume responsibility for the continual evaluation, long-range planning, maintenance and improvement of educational facilities on the basis of need on a statewide level. This division has been assigned responsibility for the planning of school facility construction and renovation on a statewide basis.

   Currently, one professional staff members heads this office. This person's salary is paid from one-half state and one-half federal funds. Minimum staff needs: architect/planner; secretary. The additional staff will be utilized to perform the following functions: establish standards and criteria for the construction of educational facilities; assess the facility needs of each county and update the same as appropriate, provide professional planning and assistance to improve, expand or maintain school facilities on a statewide basis.

   During the first extraordinary session of the legislature in 1983, certain fiscal constraints were placed upon the department of education. As a result of the action taken by the legislature, it was necessary to remove from the 1983-84 budget this improvement package. It is, therefore, submitted again with the anticipation that it will be favorably considered.

   Total State Funds Requested $57,000

2. One professional staff member in the school transportation office which is responsible for state supervision, statewide purchase of school buses, state school bus inspection and driver safety training.

   Total State Funds Requested $38,663

3. Expand the data processing capability to improve the efficiency of operation in the bureau.

   Total State Funds Requested $50,000

BETTER SCHOOL BUILDING PROGRAM

July 28, 1983

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED.-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE./ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,568,406.77	$ 2,011,591.22	$ 937,323.00	$ 4,529,000.00	$ 1,090,552.54	$ 5,619,552.54
Berkeley	10,460,885.95	4,679,373.94	206,903.00	3,562,098.75	2,012,010.26	5,574,109.01
Boone	13,183,274.64	3,625,560.55	50,000.00	6,745,000.00	2,762,714.09	9,507,714.09
Braxton	5,493,882.07	1,990,418.07	242,151.00	2,840,000.00*	421,313.00	3,261,313.00
Brooke	15,254,616.68	3,203,602.68	1,136,474.00	9,850,000.00/NS	1,064,540.00	10,914,540.00
Cabell	24,855,156.76	9,219,861.96	5,159,071.00	-0- *	10,476,223.80	10,476,223.80
Calhoun	3,743,146.53	1,245,656.85	285,868.40	2,100,000.00*	111,621.28	2,211,621.28
Clay	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42	64,239.42
Doddridge	3,524,925.06	939,807.45	513,874.31	1,871,358.00*	199,885.30	2,071,243.30
Fayette	21,289,717.61	7,782,124.21	1,825,967.00	7,600,000.00	4,081,626.40	11,681,626.40
Gilmer	3,373,413.10	910,895.10	177,734.00	2,199,935.00*	84,849.00	2,284,784.00
Grant	4,344,222.60	1,032,765.54	255,628.00	-0-	3,055,829.06	3,055,829.06
Greenbrier	6,252,253.54	4,256,485.10	926,000.00	-0- *	1,069,768.44	1,069,768.44
Hampshire	2,547,532.01	1,464,948.05	665,557.57	-0-	417,026.39	417,026.39
Hancock	21,918,476.00	3,952,439.26	3,104,600.00	13,884,487.00/NS	976,949.74	14,861,436.74
Hardy	3,759,057.00	1,102,929.00	150,000.00	2,430,000.00	76,128.00	2,506,128.00
Harrison	29,332,759.28	7,702,671.43	1,217,090.27	8,581,071.00*	11,831,926.58	20,412,997.58
Jackson	9,803,548.18	2,852,174.60	756,970.00	4,530,000.00*	1,664,403.58	6,194,403.58
Jefferson	5,731,434.76	2,356,126.30	1,075,981.51	1,638,780.00	160,546.95	1,799,326.95
Kanawha	77,866,546.76	22,142,236.60	3,000,000.00	38,475,000.00*	14,249,310.16	52,724,310.16
Lewis	13,349,111.91	1,829,789.20	4,265,300.00	6,430,205.00*	823,817.71	7,254,022.71
Lincoln	10,788,614.29	4,125,579.40	1,632,397.07	3,125,000.00	1,905,637.82	5,030,637.82
Logan	13,477,205.17	8,386,556.77	2,741,010.00	1,750,000.00	599,638.40	2,349,638.40
Marion	24,885,768.51	5,924,056.90	2,729,705.00	13,388,680.00*	2,843,326.61	16,232,006.61
Marshall	12,270,836.51	3,380,294.85	160,265.00	4,350,000.00	4,374,276.66	8,724,276.66
Mason	13,979,094.98	3,234,322.63	375,000.00	8,307,332.00*	2,062,440.35	10,369,772.35
Mercer	33,514,103.36	8,092,973.97	127,661.28	16,737,105.00	8,556,363.11	25,293,468.11
Mineral	8,391,546.67	3,486,073.22	499,231.49	3,354,000.00	1,052,241.96	4,406,241.96
Mingo	19,797,467.06	6,409,743.44	2,975,331.00	5,492,149.00	4,920,243.62	10,412,392.62
Monongalia	17,529,877.59	4,873,219.34	2,550,000.00	6,995,000.00	3,111,658.25	10,106,658.25
Monroe	4,646,211.44	1,545,019.82	1,120,207.25	1,807,850.00*	173,134.37	1,980,984.37
Morgan	3,813,524.95	1,313,467.89	26,682.00	1,835,000.00	638,375.06	2,473,375.06
McDowell	14,705,881.48	8,430,767.81	190,710.00	4,000,000.00	2,084,403.67	6,084,403.67
Nicholas	10,302,232.00	3,842,250.00	1,180,000.00	4,500,000.00	779,982.00	5,279,982.00
Ohio	27,264,122.00	4,128,743.00	3,238,665.00	14,235,000.00	5,661,714.00	19,896,714.00
Pendleton	1,428,322.23	1,002,007.23	78,410.00	-0- *	347,905.00	347,905.00
Pleasants	7,472,742.27	1,019,897.11	2,519,455.00	1,800,000.00	2,133,390.16	3,933,390.16
Pocahontas	3,110,703.19	1,279,437.79	142,628.00	1,550,000.00*	138,637.40	1,688,637.40
Preston	12,461,529.35	3,759,690.06	761,577.00	6,140,000.00*	1,800,262.29	7,940,262.29
Putnam	13,863,130.92	4,139,231.75	1,200,000.00	5,804,091.76	2,719,807.41	8,523,899.17
Raleigh	38,842,664.25	10,434,655.25	2,600,000.00	22,585,000.00+/NS	3,223,009.00	25,808,009.00
Randolph	9,815,488.45	3,455,111.79	2,236,893.00	3,537,174.66	586,309.00	4,123,483.66
Ritchie	6,705,331.99	1,392,946.94	844,446.00	3,326,528.00*	1,141,411.05	4,467,939.05
Roane	11,020,180.57	1,771,705.95	348,084.67	7,386,500.00**	1,513,889.95	8,900,389.95
Summers	5,665,884.40	1,952,504.77	101,554.00	2,700,000.00	911,825.63	3,611,825.63
Taylor	4,899,355.50	2,001,933.41	921,824.15	1,670,934.00*	304,663.94	1,975,597.94
Tucker	2,955,090.45	1,194,771.22	390,000.00	1,285,000.00	85,319.23	1,370,319.23
Tyler	3,631,713.56	1,488,881.56	-0-	1,877,334.00	265,498.00	2,142,832.00
Upshur	11,729,161.37	2,448,340.30	760,000.00	3,552,000.00	4,968,821.07	8,520,821.37
Wayne	10,919,295.13	6,444,839.00	2,206,000.00	-0-	2,268,456.13	2,268,456.13
Webster	5,912,751.42	1,898,339.48	1,557,736.63	2,183,525.66	273,149.65	2,456,675.31
Wetzel	11,360,404.14	2,779,318.46	950,000.00	5,037,449.92	2,593,635.76	7,631,085.68
Wirt	2,605,905.71	970,446.62	929,247.00	550,000.00*	156,212.09	706,212.09
Wood	18,687,867.77	11,220,592.35	1,787,404.00	4,822,691.94***	857,179.48	5,679,871.42
Wyoming	15,246,383.61	5,214,259.69	810,159.00	8,315,000.00*	906,964.92	9,221,964.92
TOTALS	$700,884,911.94	$219,821,789.91	$ 67,140,775.60	$291,267,280.69	$122,455,064.74	$ 619,922,345.43
		(31.36%)	(9.58%)	(41.56%)	(17.50%)	(59.06%)

* Bond Election failed.
** Special excess levy failed.
*** Additional Bond election failed; not reflected in CEFP.
NS Bonds not sold.
+/NS Additional bond issue passed/not sold; not reflected in CEFP.

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II. SCHOOL CONSTRUCTION PROJECTS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	TOTAL NUMBER PROJECTS APPROVED	ESTIMATED TOTAL COST OF PROJECTS	STATE "BSBA" ENTITLEMENT FUNDS	FED/STATE VOC./ STATE STEP "7"/ OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	10	$ 8,316,666.86	$ 1,973,669.79	$ 762,323.00	$ 4,529,000.00	$ 1,051,674.07
Berkeley	21	10,236,974.84	4,555,567.06	206,903.00	3,562,098.75	1,912,406.03
Boone	16	9,821,500.00	3,299,000.00	-0-	6,522,500.00	-0-
Braxton	5	2,568,882.07	2,140,418.07	242,151.00	-0-	186,313.00
Brooke	5	2,063,314.00	50,000.00	1,061,474.00	-0-	951,840.00
Cabell	49	21,063,637.01	9,488,795.90	4,439,000.00	-0-	7,135,841.11
Calhoun	5	1,611,240.29	1,215,275.66	285,868.40	-0-	110,096.23
Clay	10	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42
Doddridge	12	1,486,446.91	929,869.87	482,139.91	-0-	74,437.13
Fayette	43	21,289,717.61	7,782,124.21	1,825,967.00	7,600,000.00	4,081,626.40
Gilmer	7	1,167,378.00	904,795.00	177,734.00	-0-	84,849.00
Grant	5	3,899,884.00	1,008,860.10	10,800.00	-0-	2,880,223.90
Greenbrier	21	4,226,342.63	2,898,638.00	926,000.00	-0-	401,704.63
Hampshire	16	2,007,040.33	1,464,948.05	235,709.57	-0-	306,382.71
Hancock	5	8,642,589.00	3,952,439.26	3,104,600.00	608,600.00	976,949.74
Hardy	3	3,571,801.00	1,102,929.00	150,000.00	2,318,872.00	-0-
Harrison	35	18,699,091.03	7,195,062.00	1,217,090.27	-0-	10,286,938.76
Jackson	15	5,237,269.73	2,829,628.32	756,970.00	-0-	1,650,671.41
Jefferson	14	5,556,987.51	2,757,726.00	1,075,981.51	1,638,780.00	84,500.00
Kanawha	101	27,012,704.98	22,053,472.30	-0-	-0-	4,959,232.68
Lewis	5	2,459,049.00	1,582,216.57	395,300.00	-0-	481,532.43
Lincoln	24	10,779,154.22	4,125,579.40	1,622,937.00	3,125,000.00	1,905,637.82
Logan	33	11,932,609.92	6,964,797.52	2,741,010.00	1,750,000.00	476,802.40
Marion	11	9,311,136.75	5,413,800.00	2,629,705.00	-0-	1,267,631.75
Marshall	10	11,496,230.74	3,374,837.08	97,117.00	4,350,000.00	3,674,276.66
Mason	3	1,185,376.00	-0-	240,000.00	-0-	945,376.00
Mercer	27	25,479,614.25	7,951,642.65	36,136.28	16,479,335.32	1,012,500.00
Mineral	10	8,038,156.68	3,437,215.59	347,956.87	3,354,000.00	898,984.22
Mingo	30	19,287,854.00	6,395,869.35	3,062,906.00	5,492,149.00	4,336,929.65
Monongalia	52	17,055,892.57	4,668,668.49	2,550,000.00	6,995,000.00	2,842,224.08
Monroe	8	2,632,387.21	1,400,826.54	1,069,236.08	-0-	162,824.59
Morgan	8	3,766,110.95	1,299,224.08	-0-	1,835,000.00	631,886.87
McDowell	35	13,854,188.48	8,330,974.59	190,710.00	3,426,447.57	1,906,056.32
Nicholas	27	9,843,730.94	3,675,805.05	1,180,000.00	4,207,943.89	779,982.00
Ohio	20	25,819,144.00	3,902,155.00	4,515,000.00	14,115,000.00	3,286,989.00
Pendleton	6	1,397,121.30	1,000,797.33	48,429.00	-0-	347,904.97
Pleasants	7	6,229,242.27	1,019,897.11	1,275,955.00	1,800,000.00	2,133,390.16
Pocahontas	5	1,560,703.19	1,279,437.79	142,628.00	-0-	138,637.40
Preston	27	6,196,826.13	3,759,690.06	656,357.00	-0-	1,780,779.07
Putnam	31	13,331,443.67	4,139,231.75	1,200,000.00	5,611,042.66	2,381,169.26
Raleigh	34	20,969,143.00	9,455,523.00	2,100,000.00	7,130,197.00	2,283,423.00
Randolph	15	9,606,478.66	3,396,102.00	2,086,893.00	3,537,174.66	586,309.00
Ritchie	9	2,352,165.83	1,305,841.00	720,500.00	-0-	825,824.83
Roane	9	7,343,680.57	1,771,705.95	348,084.67	3,710,000.00	1,513,889.95
Summers	3	2,740,022.51	1,908,091.43	80,000.00	-0-	751,931.08
Taylor	8	2,492,765.31	1,342,000.00	921,824.15	-0-	228,941.16
Tucker	6	2,820,350.94	1,181,341.71	292,690.00	1,285,000.00	61,319.23
Tyler	8	3,631,713.56	1,488,881.56	-0-	1,877,334.00	265,498.00
Upshur	9	11,250,019.42	2,344,101.35	500,000.00	3,552,000.00	4,853,918.07
Wayne	32	9,638,740.71	5,777,106.93	2,206,000.00	-0-	1,655,633.79
Webster	5	5,774,619.90	1,894,356.81	1,436,393.63	2,183,525.66	260,343.80
Wetzel	6	10,936,594.50	2,779,318.46	950,000.00	4,924,286.92	2,282,989.12
Wirt	8	1,694,955.39	982,186.13	569,247.00	-0-	143,522.26
Wood	30	18,687,867.77	11,220,592.35	1,790,696.00	4,822,691.94	853,887.48
Wyoming	9	5,849,828.20	4,765,863.30	590,000.00	-0-	493,964.90
TOTALS	968	$478,957,048.78	$204,910,609.54	$56,050,423.34	$132,342,979.37	$ 85,652,836.53
			(42.78)	(11.71)	(27.63)	(17.88)

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III. SCHOOL FACILITIES PROJECTS COMPLETED AND INSPECTED TO DATE

COUNTY	TOTAL NUMBER PROJECTS COMPLETED	FINAL COSTS COMPLETED PROJECTS	STATE "BSA" ENTITLEMENT FUNDS	FEDERAL/STATE VOCATIONAL/ OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
Berkeley	21	8,406,981.65	4,423,712.06	-0-	3,560,256.17	423,013.42
Boone	-	-0-	-0-	-0-	-0-	-0-
Braxton	-	-0-	-0-	-0-	-0-	-0-
Brooke	-	-0-	-0-	-0-	-0-	-0-
Cabell	42	10,578,007.40	7,309,827.19	539,000.00	-0-	2,729,180.21
Calhoun	5	1,320,524.29	1,212,505.70	-0-	-0-	108,018.59
Clay	9	1,840,164.39	1,787,924.97	-0-	-0-	52,239.42
Doddridge	3	573,384.91	85,000.00	418,432.91	-0-	69,952.00
Fayette	25	17,413,518.76	6,663,979.76	1,245,000.00	6,312,500.00	3,192,039.00
Gilmer	6	928,550.00	882,872.00	-0-	-0-	45,678.00
Grant	4	2,309,884.00	921,455.00	10,800.00	-0-	1,377,629.00
Greenbrier	2	665,921.63	578,862.00	-0-	-0-	87,059.63
Hampshire	16	1,779,420.40	1,452,280.69	51,373.00	-0-	275,766.71
Hancock	-	-0-	-0-	-0-	-0-	-0-
Hardy	-	-0-	-0-	-0-	-0-	-0-
Harrison	2	6,239,326.03	4,200,000.00	847,090.27	-0-	1,192,235.76
Jackson	6	2,878,899.30	2,595,721.51	-0-	-0-	283,177.79
Jefferson	13	5,477,859.00	2,757,726.00	996,853.00	1,638,780.00	84,500.00
Kanawha	90	159,123.23	-0-	-0-	-0-	159,123.23
Lewis	-	-0-	-0-	-0-	-0-	-0-
Lincoln	20	9,495,385.47	3,715,724.30	1,440,565.55	2,793,952.00	1,545,143.62
Logan	3	7,741,471.18	3,339,547.00	2,237,500.00	1,750,000.00	414,424.18
Marion	3	8,752,236.00	5,413,800.00	2,624,000.00	-0-	714,436.00
Marshall	9	10,698,029.00	3,214,916.71	97,117.00	4,350,000.00	3,035,995.29
Mason	-	-0-	-0-	-0-	-0-	-0-
Mercer	-	-0-	-0-	-0-	-0-	-0-
Mineral	9	7,589,691.68	3,341,757.12	-0-	3,354,000.00	893,934.56
Mingo	1	2,990,280.00	1,000,000.00	718,131.00	1,272,149.00	-0-
Monongalia	52	9,200,402.66	4,396,204.43	2,550,000.00	1,150,000.00	1,104,198.23
Monroe	-	-0-	-0-	-0-	-0-	-0-
Morgan	6	2,212,422.45	754,772.34	-0-	1,121,677.53	335,972.58
McDowell	5	8,245,698.35	7,354,005.73	-0-	210,000.00	681,692.62
Nicholas	13	9,449,232.00	3,449,870.00	1,180,000.00	4,039,380.00	779,982.00
Ohio	15	25,694,144.00	3,902,155.00	4,515,000.00	13,990,000.00	3,286,989.00
Pendleton	6	1,370,564.56	974,230.56	48,429.00	-0-	347,905.00
Pleasants	6	4,353,911.24	971,154.46	1,275,955.00	1,800,000.00	306,801.78
Pocahontas	4	1,396,363.19	1,243,633.43	142,628.00	-0-	10,101.76
Preston	7	3,550,372.13	3,410,295.00	-0-	-0-	140,077.13
Putnam	14	4,263,365.85	839,046.01	1,200,000.00	1,398,000.00	826,319.84
Raleigh	16	17,134,525.00	7,585,973.00	2,100,000.00	5,700,000.00	1,748,552.00
Randolph	15	9,606,468.66	3,396,102.00	2,086,893.00	3,537,164.66	586,309.00
Ritchie	2	38,759.59	-0-	-0-	-0-	38,759.59
Roane	-	-0-	-0-	-0-	-0-	-0-
Summers	1	94,024.66	30,087.46	-0-	-0-	63,937.20
Taylor	7	2,117,765.31	967,000.00	921,824.15	-0-	228,941.16
Tucker	5	2,504,590.00	1,102,000.00	130,000.00	1,256,000.00	16,590.00
Tyler	5	3,292,031.00	1,223,699.00	-0-	1,877,334.00	190,998.00
Upshur	2	7,387,021.42	2,344,101.35	500,000.00	3,552,000.00	990,920.07
Wayne	3	1,180,697.00	1,083,235.00	-0-	-0-	97,462.00
Webster	4	5,100,161.29	1,646,365.00	1,239,635.63	2,183,525.66	30,635.00
Wetzel	4	6,473,428.32	1,749,444.66	782,000.00	3,217,743.04	724,240.62
Wirt	8	1,452,864.88	938,725.94	506,500.00	-0-	7,638.94
Wood	23	16,267,762.24	10,627,750.28	619,000.00	4,550,495.52	470,516.44
Wyoming	5	2,760,021.84	2,163,590.28	590,000.00	-0-	6,431.56
TOTALS	517	$252,985,255.96	$117,051,052.94	$ 31,613,727.51	$ 74,614,957.58	$ 29,705,517.93
			(46.27%)	(12.50%)	(29.49%)	(11.74%)

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IV. BOND ELECTIONS ATTEMPTED SINCE INCEPTION OF BETTER SCHOOL BUILDING PROGRAM

COUNTY	DATE OF BOND ELECTION	PREVIOUS BOND ISSUE PASSED	AMOUNT OF BOND ISSUE PROPOSED	AMOUNT OF BOND ISSUE APPROVED	PERCENTAGE OF VOTER APPROVAL	AMOUNT OF BOND ISSUE DEFEATED	PERCENTAGE OF VOTER APPROVAL
Barbour	1979	1969	$ 4,529,000	$ 4,529,000	61.30	$	
Berkeley	1974	1968	3,560,000	3,560,000	69.20		
Boone	1977	--	6,745,000	6,745,000	81.10		
Braxton	1978	1965	2,840,000			2,840,000	32.40
Brooke	1981	1965	9,865,000	9,865,000	63.03		
Cabell	1980	1938	32,890,000			32,890,000*	35.55
Calhoun	1975	1949	2,100,000			2,100,000	32.50
Clay	--	1969					
Doddridge	1977	1940	1,871,358			1,871,358	17.15
Fayette	1973	1951	7,600,000	7,600,000	76.10		
Gilmer	1976	1955	2,459,000			2,459,000	51.56
Grant	--	1964					
Greenbrier	1981	1966	10,539,000			10,539,000*	30.98
Hampshire	--	1962					
Hancock	1980	1961	13,885,000	13,885,000	64.64		
Hardy	1977	1972	2,430,000	2,430,000	68.14		
Harrison	1975	--	8,581,071			8,581,071	47.20
Jackson	1974	1959	4,530,000			4,530,000	35.00
Jefferson	1974	1971	1,520,000	1,520,000	63.30		
Kanawha	1976	1967	39,467,000			39,467,000	44.00
Lewis	1979	--	6,430,000			6,430,000	39.39
Lincoln	1978	1952	3,157,000	3,157,000	66.35		
Logan	--	1969					
Marion	1976	--	13,475,000			13,475,000	46.67
Marshall	1974	1965	4,350,000	4,350,000	75.20		
Mason	1980	1950	9,366,000			9,366,000	49.54
Mercer	1979	1954	16,737,000	16,737,000	66.15		
Mineral	1973	1938	3,354,000	3,354,000	79.00		
Mingo	1979	1967	4,220,000	4,220,000	61.60		
Monongalia	1976	1952	6,995,000	6,995,000	66.78		
Monroe	1975	1961	1,725,000			1,725,000	25.90
Morgan	1974	1954	1,835,000	1,835,000	77.00		
McDowell	1974	1964	4,000,000	4,000,000	73.00		
Nicholas	1975	--	4,500,000	4,500,000	70.01		
Ohio	1973	1940	14,235,000	14,235,000	68.40		
Pendleton	1979	--	1,800,000			1,800,000*	38.80
Pleasants	1973	1959	1,800,000	1,800,000	60.67		
Pocahontas	1980	1968	3,280,000			3,280,000	33.81
Preston	1976	1947	6,140,000			6,140,000	47.09
Putnam	1976	1967	5,795,000	5,795,000	68.26		
Raleigh (1)	1973	1963	7,760,000	7,760,000	80.57		
Raleigh (2)	1980	1973	14,825,000	14,825,000	63.43		
Randolph	1974	1951	3,580,000	3,580,000	64.35		
Ritchie	1979	--	3,326,528			3,326,528	35.30
Roane	1977	1946	7,386,500	3,710,000	63.72	3,676,500**	-0-
Summers	--	--					
Taylor	1978	1968	3,000,000			3,000,000	45.70
Tucker	1975	1938	1,285,000	1,285,000	60.26		
Tyler	1973	--	1,855,000	1,855,000	83.30		
Upshur	1973	1956	3,500,000	3,500,000	70.63		
Wayne	1977	--	7,155,000			7,155,000	46.50
Webster	1972	1953	1,535,000	1,535,000	75.86		
Wetzel	1974	1957	4,955,000	4,955,000	72.47		
Wirt	1975	1961	935,000			935,000	27.60
Wood (1)	1971	1964	8,995,000	8,995,000	61.35		
Wood (2)	1982	1971	18,100,000			18,100,000*	46.79
Wyoming	1977	1959	7,720,000			7,720,000	54.95
TOTALS			$364,518,457	$173,112,000	69.17	$191,406,457	39.29
				(47.49%)		(52.51%)	

*Not reflected in approved CEFP's.
**Special excess levy.

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Bureau of Finance and Administration

Bureau of Finance and Administration

The Bureau of Finance and Administration was responsible for the coordination of the internal organization and operation of the department and development and implementation of administrative programs and projects having statewide application. The bureau provided direct assistance and counsel to administrators at the county and local school levels. It was responsible for the supervision of county school budgets and the budget for the West Virginia Board of Education. The bureau also had the responsibility of transmitting all state and federal funds to the county school boards.

County Accreditation

The county accreditation process and the standards for educational quality were field-tested in Gilmer, Grant, Jefferson, Marion, Raleigh and Roane Counties during the fall. On-site review teams of parents, lay citizens, teachers, principals, vocational educators, special educators, county board members, county administrators,service personnel, regional education service agency personnel, higher education personnel and state department staff verified compliance with standards, recommended areas for improvement and commended outstanding programs. In addition, special education, continuing education, Chapter I, ECIA, and Chapter II, ECIA, monitoring was done in cooperation with county accreditation. In all, 114 schools were visited.

The county accreditation process was evaluated by on-site review team members and the Standards Advisory Committee, which included representatives from the field test counties. Appropriate revisions were made to the county accreditation process and the standards for education quality. Once board policies §2320 and §2321 were adopted, each county was required to submit a county plan for educational excellence. The plan included a statement of the county's philosophy and goals, a county-wide needs assessment, plans for compliance with standards not met, improvement components and related educational plans. Public input was required as part of the development of the county plan. The plans were reviewed by the department and the West Virginia Board of Education in preparation for the conferring of recognition status.

Personnel

The West Virginia Department of Education sent position announcements to more than 200 recruiting sources. Two hundred and fifteen support applicants were recruited, tested, screened and referred for interviews, and 190 professional applicants were referred during the year. The office conducted orientation sessions for new employees, revised personnel policies, coordinated the employee evaluation process, and completed other reports.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. Presently, 47 county boards of education have assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff, including one of these appointments which was to become effective July 1, 1983.

School Finance

The School Finance Office completed and distributed to the counties a new financial management manual, The Handbook for School Finance. The handbook was the combined efforts of state and local education experts who comprised a task force to develop the document to provide step by step procedures for completing school finance tasks.

Upon passage of legislation in March 1983, the School Finance Office Prepared to make state aid payments to county boards of education by depositing funds to their accounts with the State Investment Pool. This new procedure will allow safer and faster transfers of hundreds of millions of school funds each year, while providing county boards with additional interest income.

Internal and School Accounting

The division's accounting staff and the programmers in the Information Systems Service Division (ISSD) of the Department of Finance and Administration developed and implemented a computerized accounting system for the department. This automated

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system is an online system permitting a bureau employee to operate a display station to input the accounting data. Since the employee is familiar with the department's accounting transactions, errors in the data are detected and corrected prior to entry. Only authroized personnel, have access to the department's accounts, insuring their security. The first computerized accounting reports from this system were generated in December 1982. The reports have continued to be refined to provide information as requested by department users.

Data Processing

The Data Processing Section is responsible for all liaison between the department and the centralized computer facility operated by ISSD. In addition to working with the various sections of ISSD for the entry, storage and processing of the department's data, this office provides consultation, systems analysis, and programming to all bureaus for needed modifications to existing computer applications and implementation of new systems.

This section currently maintains 17 major systems serving all bureaus and touching many functions of the department. These involve about 40 computerized master files and more than 400 computer programs. New systems in the areas of county accreditation and textbook approval, adoption, and utilization have been implemented.

STATE ED continued to receive national and state honors for its educational communication effectiveness.

Publications And Printing

The fourth volume of STATE ED, the official publication of the state department, was distributed free to all teachers, administrators, other educators and some citizens. STATE ED continued to receive national and state honors for its educational communication effectiveness.

The publications office prepared and distributed department publications and assisted other local school systems, state agencies and educational organizations. Staff members served as consultants to other department personnel and to county school systems, and they prepared vast numbers of publications under countless titles initiated by department personnel. They assisted in the writing, editing, photographing and in graphically preparing enormous amounts of publications for printing.

West Virginia Board of Education
Funds Processed During 1982-83

Administration, Instruction, State Aid to Counties

2860	Department of Education	$ 2,762,993
	Aid to Homeless Children	48,000
	RESA	379,784
	Child Development Programs	469,193
2870	School Food Service	1,883,688
2950	State Aid to Schools	528,330,982
2960	Exceptional Children	6,930,671
7000	General School Fund	1,431,757
7020	Veterans Education	74,138
		$ 542,311,206

State Vocational Education

2890	Vocational Education	$ 10,789,450
2940	Area Vocational Program	1,087
9780	Construction	1,193,500
		$ 11,984,037

Federal Vocational Education

8241-07	Adult Basic Education	$ 1,035,305
8241-08	Community Education	4,869
8241-11	Comprehensive Employment Training	2,699,599

Federal Vocational (Con't)

8241-12	Vocational Education	5,655,795
8241-13	Work Study	70,145
8241-14	Education Professions Development	48,455
8241-15	Appalachian Regional Development Act	304,000
8241-16	Career Education	139,950
8241-17	Summer Youth Career Assessment & Counseling	86,240
8241-19	Emergency Medical Technician Training	15,000
8241-20	Youth Employment and Training Program	122,886
8241-21	State Occupational Information Coordinating Committee	88,727
8241-22	Public Service Employment Training	2,118
8241-23	Private Industry Council	124,628
		$ 10,397,717

Federal Programs

8240-7	Safety and Driver Education	$ 478
8240-10	Equal Education Opportunities Program	28,003
8240-13	ECIA, Chapter II and IV-C	3,755,208
8240-14	ECIA, Chapter I	26,524,670
8240-15	Education of Handicapped Children, Title VI	8,458,663
8240-16	Food Assistance	37,368,796
8240-17	Special Milk	34,428
8240-23	Veterans Education Administration	146,379
8240-24	School Lunch Administration	547,188
8240-26	ESEA, IV-C	40,412
8240-28	Basic Skills	75,886
8240-30	Graduate Fellowship Program in the Education of Mentally Retarded	11,408
8240-34	Mid-Atlantic Regional Center for the Deaf and the Blind Children	92,009
8240-35	Child Development	336,391
8240-40	Energy Conservation	16,321
8240-45	Foster Grandparents Program	312,026
		$ 77,748,266

FFA-FHA Camp and Conference Center

3360	FFA-FHA Camp	$ 193,974
8245-07	Room and Board	637,995
8245-08	Crafts Program	57,587
8245-10	Bath House Construction	228
8245-11	Waste Water Operators Training Facilities	18,211
		$ 907,995

W. Va. Schools for the Deaf and Blind

3330	W. Va. Schools for the Deaf and the Blind	$ 3,699,074
8453	Special Revenue	699,230
		$ 4,398,304
	Grand Total	$ 647,747,525

Recommendations

1. That additional county accreditation support services be provided by the department, including three additional staff employees and data processing services, to efficiently and accurately collect, store, process and report county accreditation assessment data.
2. Provide the additional travel funds needed for the 345 who will be serving on on-site review teams to verify county compliance with §18-9A-22.
3. That the School Laws of West Virginia be printed. The last printing was 1980 and after three cumulative supplements the School Law becomes awkward to use.